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AUTHOR Parker, Alan, Comp.
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ABSTRACT

This booklet was prepared to introduce a variety of low organized games and to relate them to a particular skill objective in the "K-12 Physical Education Curriculum Guide" developed by the Manitoba Department of Education. The games are designed to be used in the last 10 to 15 minutes of class time, after needed skills have been taught. Directions are provided for over 70 games for students in kindergarten through ninth grade. Curriculum emphasis and objectives are noted, and a chart shows suggested grade levels for each game. (JD)

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low-organized games

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LOW ORGANIZED GAMES

A Supplement to the K-12 Physical

Education Curriculum Guide

Department of Education

Province of Manitoba

1981

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TABLE OF CONTENTS

		Page
	Introduction	1
I.	Scope and Sequence	2
II.	Kindergarten	8
III.	Grade One	11
IV.	Grade Two	15
V.	Grade Three	19
VI.	Grade Four	22
VII.	Grade Five	26
VIII.	Grade Six	32
IX.	Grades Seven, Eight and Nine	35
X.	Bibliography	38

INTRODUCTION

This booklet has been prepared to introduce teachers to a variety of low organized games, and to relate those K-12 games to a particular skill objective in the new K-12 Physical Education curriculum guide. The new guide has listed and described a number of games; this supplement was created to provide a greater choice of activities as well as make teachers aware of some new and unique low organized games. Naturally, it is impossible in a booklet of this size to describe games related to all the skills in the new curriculum. Therefore, only a few skills were highlighted for each grade level.

Teachers should remember that low organized games should be played as an outgrowth of previously taught skills, not as a separate physical education activity. By their very nature they should be scheduled for the last ten to fifteen minutes of the class, after the skills have been taught during the class.

Traditional games can be made more vigorous if the teacher modifies rules that limit activity. For example, games may be organized with less than the regulation number of students; goalies should be eliminated wherever possible; the sitting-out period should be brief if line changes are required; and the game should not be stopped for kick-offs, jump balls, face-offs, etc. Players coming on to the field or court of play are immediately eligible to play.

I. SCOPE AND SEQUENCE

x - Denotes grade level game should be introduced
* - Denotes other grade levels game may be played

NAME OF GAME	K	1	2	3	4	5	6	7	8	9
Line Tag	x	*								
Non-Competition Relays	x	*	*	*						
Stepping Stones	x	*								
Bowling	x	*	*							
Target Ball	x	*	*							
Kick the Bottle	x	*	*	*						
Freeze	x	*								
Hiking in the Forest	x	*								
Musical Hoops	x	*								
Brownies & Fairies		x								
Keep the Basket Full	*	x	*							
Moonlight, Starlight		x								
Crusts & Crumbs		x	*	*						
Bean Bag Scramble		x	*							
Here, There, Where		x	*							
Bean Bag Relay		x	*	*	*	*				
Partner Shuttle Run		x	*	*	*	*	*	*		

x - Denotes grade level game should be introduced
* - Denotes other grade levels game may be played

NAME OF GAME	K	1	2	3	4	5	6	7	8	9
Drop the Handkerchief		x	*							
Hoop Relay		x	*	*	*	*				
Crossing the Brook	*	x	*							
Dodge and Mark		x	*	*						
Charlie Over the Water		x	*							
Simple Tag		x	*							
Big A, Little A		x								
The Hunter and the Birds		x								
Frog in the Sea		x								
Triple Chance		x	*	*						
Jack Frost		x	*							
Hot Potato		x								
Toss Ball		x	*							
Fire on the Mountain			x							
Chase the Bean Bag			x	*						
Skipping Tag			x	*	*					
Red Light, Green Light		*	x							
Pom-Pom Pull Away			x	*	*	*				
Run for Your Supper			x	*						

x - Denotes grade level game should be introduced
* - Denotes other grade levels game may be played

NAME OF GAME	K	1	2	3	4	5	6	7	8	9
Penalty Dodgeball			x	*	*					
Swedish Run			x	*	*	*	*			
Back to Back			x	*	*					
Monkey in the Middle			x	*	*					
Call Ball			x							
Keep Away			x	*	*					
Circle Ball			x	*						
Guard the Club			x	*	*	*	*			
Ball Bombard			x	*						
Triangle Tug-O-War			x	*						
Pull for Shore			x	*	*					
Line Wrestling			x	*	*	*	*			
Boundary Ball			x	*						
Circle Soccer			x	*	*					
Ship, Shore, Sink				x						
Follow My Thumb				x	*	*				
Couple Tag				x	*					
Loose Caboose				x	*	*				
One Against Three				x						

x - Denotes grade level game should be introduced
* - Denotes other grade levels game may be played

NAME OF GAME	K	1	2	3	4	5	6	7	8	9
Add and Subtract				x	*	*				
Colour Tag				x	*	*	*			
Two Deep				x	*	*				
Two Square				x	*					
Individual Keep Away				x	*	*	*	*	*	*
Five Pitch				x	*					
Hand Soccer				x	*					
Punch Baseball				x	*	*				
Boomerang					x	*	*			
Wheels					x	*	*	*		
Running Jump the Shot					x	*				
Dribble Tag					x	*	*	*		
Throw Softball					x	*	*			
Hoop Ball					x	*	*			
Catch Ball					x	*				
Softball Throw Relay					x	*				
Non Stop Cricket					x	*	*			
Paddle Tennis					x	*				
2 vs 2 Soccer					x	*	*	*	*	*

x - Denotes grade level game should be introduced
* - Denotes other grade levels game may be played

NAME OF GAME	K	1	2	3	4	5	6	7	8	9
Parachute Activities:										
Tug-O-War						x	*	*	*	*
Reverse Tug-O-War						x	*	*	*	*
Popcorn						x	*	*		
Parachute Volleyball						x	*	*	*	*
Scooter Hockey						x	*			
Atatok						x	*	*	*	
Paul Revere						x	*	*	*	*
Continuous Baseball						x	*	*	*	*
Flag Rugby						x	*	*		
Two-Ball Soccer						x	*			
Hot Box						x	*	*		
No Dribble Captail Ball						x	*			
Head Ball						x	*	*	*	*
Kick Over						x	*	*	*	*
2 Touch Soccer						x	*	*	*	*
Keep Up						x	*	*	*	*
Parlauff							x	*	*	*
Mass Soccer							x	*		

x - Denotes grade level game should be introduced
* - Denotes other grade levels game may be played

NAME OF GAME	K	1	2	3	4	5	6	7	8	9
Crab Soccer							x	*		
Scooter Relays					*	*	x	*	*	
One-on-One Basketball							x	*	*	*
Sideline Floor Hockey							x	*		
Add Them Up Ball							x	*		
Multi-Hit Volleyball							x	*		
Team Circuit Competition								x	*	*
Reverse Cross Country Race								x	*	*
Ball Tag								x	*	*
Basketball Golf									x	*
"10" Baskets									x	*
Soccer Handball									x	*
Modified Aussie Rules Football									x	*

II. KINDERGARTEN

CURRICULUM EMPHASIS

Explore and use the basic locomotor skills in a variety of activities:

Crawl	Leap
Walk	Jump
Run	Hop

A. Familiar games related to curriculum skills - above

1. Walk, Run or Hop Relay
2. Leap Frog Relay
3. Rescue Relay
4. Animal Walk
5. Stunt Relay

B. Specific directions to other games related to curriculum skills - above

1. Line Tag

All the children must walk on the lines on the gym floor. "TT" tries to tag one of the other students while walking briskly on the lines. In order to pass one another, students are allowed to hang on to each other so as not to fall into the "canyon". Once tagged, the new "TT" must tag someone other than the former "TT".

2. Non-Competition Relays

Teams are asked to move at different levels or in different directions. Teachers should emphasize quality of movement rather than winning.

3. Stepping Stones

The class is divided into two equal teams. Hoops are spread from one side of the gym to the other approximately 61 cm apart. Each student has to jump from hoop to hoop across to the other side of the gym. The second person starts after the first person has arrived on the other side of the "pond." The race is over when all students are back in their original positions.

CURRICULUM EMPHASIS

Explore and use basic manipulative skills in a variety of physical activities.

C. Specific directions to other games related to curriculum skills - Roll an object underhand to a stationary target

1. Bowling

Students are grouped with a partner. One partner sets up three Indian Clubs in a triangle pattern. The other partner rolls a 12.5 cm playground ball at the clubs in an attempt to knock them down. Teachers should emphasize taking turns and helping one another out.

D. Specific directions to other games related to curriculum skills - Throw an object underhand to a stationary target

1. Target Ball

A hoop is placed on the floor. Students are in groups of three. The children throw bean bags underhand into the hoop. Then, the children throw a 12.5 cm playground ball into the hoop. The hoop can be held off the floor by one of the students and the others can throw underhand as in a free throw. The hoop may be turned sideways so one student can throw the ball to a second student through the hoop.

E. Specific directions to other games related to curriculum skills - Kick an object

1. Kick the Bottle

Form two circles with one-half the class forming one circle and the other half forming the other circle. Place five or six milk cartons (one litre) in the middle of these circles. Students kick a slightly deflated soccer ball attempting to knock over the "bottles." No score is kept as kindergarten children get enough of a thrill just being able to knock over the bottles.

CURRICULUM EMPHASIS

Explore and use balance in a variety of activities.

F. Specific directions to other games related to curriculum skill - Static Balance

1. Freeze

Students are in a scattered formation throughout the gym. The teacher will verbally indicate various methods of locomotion; e.g., skip, hop, gallop, hop. On the word "freeze", the children balance in different shapes, again described by the teacher; e.g., on three parts of your body, a twisted shape. The teacher should have the children hold that position for approximately five seconds.

CURRICULUM EMPHASIS
Explore and use the elements of movement in a variety of activities.
Develop space awareness.

G. Specific directions to other games related to curriculum skill - Explore general space

1. Hiking in the Forest

The students are in a scattered formation. The teacher should spread a multitude of individual mats, hoops, pilons and benches throughout the gym. Children are asked to move in different directions and by different means of locomotion; e.g., running, skipping, etc. Children are asked not to bump into the obstacles in the forest. Pilons represent trees, hoops are puddles, mats are rocks and benches are cliffs.

H. Specific directions to other games related to curriculum skill - Explore personal space

1. Musical Hoops

This game is identical to musical chairs. Teachers should vary the methods of locomotion (skipping, running, etc.). Remove a hoop when music stops. The student who doesn't find a hoop is not eliminated but simply takes a partner and the two of them must find a hoop together. If two partners can't get a hoop, they must then form a group of three. The teacher should not continue the game until all the hoops are gone, but only to the point where it is getting too difficult for partners or groups to find a space. Students obtain a space (hoop) by being the first to place one foot in it.

III. GRADE ONE

CURRICULUM EMPHASIS

Explore and use the basic locomotor skills in a variety of activities:

Walk	Jump
Run	Hop
Leap	

A. Familiar games related to curriculum skills - Walk and Run

1. Brownies and Fairies
2. Keep the Basket Full
3. Moonlight, Starlight
4. Crusts and Crumbs
5. Bean Bag Scramble
6. Here, There, Where

B. Specific directions to other games related to curriculum skills - Walk and Run

1. Bean Bag Relay

The class is divided into five or six teams. All the bean bags (60 or more) are stacked in a pile around the outside of the gym. Each student must run to the pile and then return with a bean bag to the starting line, then the next runner sets out to retrieve another bean bag. The race is over when all the bean bags are gone. The team with the most bean bags wins.

2. Partner Shuttle Run

One partner lines up behind the other. The first partner runs to a point and touches it before returning and tagging his or her partner. The second partner then completes the trip. Partners count the number of trips they complete; their score may then be compared to the rest of the class or they may have a short rest and go again, trying to "break their own record!" It is up to the teacher how long they should continue--between one and three minutes seems appropriate.

3. Drop the Handkerchief

The players stand in a circle formation facing the centre of the circle. One child is "IT" and runs around the circle and drops a handkerchief back of and close to another player. "IT" continues to run around the circle, and the player behind whom the handkerchief was dropped picks it up and runs in the direction opposite to that taken by the other player. The player who first reaches the place in the circle vacated by the second player is safe and the other player is "IT." The child who is "IT" takes, or keeps, the handkerchief and the game is repeated.

C. Specific directions to games related to curriculum skills - Leap, Jump and Hop

1. Hoop Relay

Divide the class into two equal lines facing each other at opposite ends of the gym. Each student has a hoop. The first person places the hoop on the floor and returns to the end of the line. The remaining students must hop or jump through the hoops and place their hoop at the end. Once all the hoops are on the floor, they must be retrieved in the same manner. The first team to place all their hoops on the floor and pick them up again is the winner.

2. Crossing the Brook

Two lines are drawn to represent the banks of the brook. The children run and jump over the brook. Anyone missing the jump and landing in the brook is sent "home" to put on dry shoes and socks, pretends to take off and put on shoes and socks, and then re-enters the game. The small child enjoys dramatizing this procedure and does not have to stay out of the game because of missing a jump.

The lines may be marked with chalk on the gymnasium or schoolroom floor or scratched with a pointed stick on the playground surface.

CURRICULUM EMPHASIS
Explore and use the locomotor combinations in a variety of activities.

D. Familiar games related to curriculum skills - Change Directions

1. Dodge and Mark
2. Charlie Over the Water
3. Simple Tag
4. Big A, Little A
5. The Hunter and the Birds

E. Specific directions to other games related to curriculum skills - Change Directions

1. Frog in the Sea

A circle, about 1.8 m in diameter, is drawn on the floor or scratched in the playground surface. The child selected to be the frog sits cross-legged in the centre of this circle. The other players chant:

Frog in the sea
Can't catch me!

They step in and out of the circle, poking and daring the child to catch them. The frog tries to tag someone without leaving a sitting position. Anyone whom he/she tags changes places with him/her and the game continues.

The frog must not leave the sitting position. If he/she does not keep this position while tagging a player, the tagging is unfair and the child who was tagged does not change places with the frog.

2. Triple Chance

Circle formation, children numbered off in three's. One person is in the middle. When a number is called, all the children with the number must exchange places while the person in the middle tries to tag them. The person tagged becomes the person in the middle.

3. Jack Frost

Jack Frost is "TT", and runs around tagging the players. Those who are tagged must freeze and stand still. They cannot be free until Mr. Sun comes around and unfreezes them.

CURRICULUM EMPHASIS

Explore and use the basic manipulative skills in a variety of activities.

F. Specific directions to other games related to curriculum skills - Roll an object underhand to a stationary target and Catch objects in flight

1. Hot Potato

The children sit around in a close circle. A ball is used as a "hot potato." The object is to keep the ball rolling around or across the circle by pushing it with the hand. If the ball touches any part of the body, other than the hand, that part is burned. If the ball slows down, or stops (the potato gets cold), or goes out of bounds, the last one touching it goes after it and puts it back in play. For fun, all of those burned can stand up, turn around, and magically get "unburned."

2. Toss Ball

a) Toss Ball is a simple game of tossing and catching. The children are in a circle formation with one player in the centre of the circle. He/she tosses the ball to any child in the circle, who tosses the ball back to him/her. The interest in the game lies in the fun of quick, accurate throwing and catching.

b) Toss Ball may be played with no one in the centre. The ball is tossed from one player to another across and around the circle.

In either variation of the game, the children may be required to call the name of the player to whom they are tossing the ball.

IV. GRADE TWO

CURRICULUM EMPHASIS

Develop Physical Well-Being

Discover and perform activities to maintain/develop muscular strength/endurance, flexibility and cardiovascular endurance.

A. Familiar games related to curriculum emphasis - above

1. Fire on the Mountain
2. Chase the Bean Bag
3. Skipping Tag
4. Red Light, Green Light
5. Pom-Pom Pull Away
6. Run for Your Supper

B. Specific directions to other games related to curriculum emphasis - above

1. Penalty Dodgeball

One team forms a circle around the other team and tries to hit them with the ball. A player who is hit must run out of the circle around a set distance. Once having completed this distance, he/she may return to the circle. After a prescribed time - one minute or one and one-half minutes - count the number of people running and that is the number of points the throwing team has earned. You may have two or three innings. If a player is hit above the shoulders, it does not count.

2. Swedish Run

In couples and with four benches arranged in a square, partner No. 1 runs three laps while partner No. 2 counts the laps. After partner No. 1 has completed the laps, partner No. 2 then runs three laps. Those partners not running should have their feet to the inside to prevent accidents.

After a set amount of time, approximately five or six minutes, the activity is completed. Time can be monitored with music.

There are numerous activities that may be performed, rather than having the non-runner sit, e.g., sit-ups - toes under the bench, push-ups - with hands on bench, step-ups - on to bench, balancing walking activities, making shapes - while jumping off the bench.

3. Back-to-Back

The players are arranged in couples. Partners stand back-to-back with elbows linked. One extra player does not have a partner. Upon a signal from the teacher, all players change partners while the extra player attempts to get a partner. One player will be left without a partner each time. The game is repeated with the player who is left without a partner, giving the signal for the next change.

CURRICULUM EMPHASIS
Use basic manipulative skills in a variety of activities: Roll an object to a moving target. Throw an object underhand. Throw an object overhand.

C. Familiar games related to curriculum skills - above

1. Monkey in the Middle
2. Call Ball
3. Keep Away
4. Circle Ball

D. Specific directions to other games related to these curriculum skills

1. Guard the Club

Three or four students form a circle around one student who is guarding a club. The object is for the outside people to try and knock the club over by rolling a ball underhand. Passes may be made around the circle either by rolling the ball or throwing underhand or overhand. The student who knocks the pin down becomes the Guard.

2. Ball Bombard

Divide the class into two groups. One group stands on one side of the gym and the other group stands on the other side. Each student has a volleyball or a playground ball. Thirty or 40 balls (preferably soccer balls) are placed along the middle of the gym. Students then attempt to hit these balls with theirs, thereby pushing them over the sidelines. Students may keep their individual scores or the teacher may keep team scores. There is no goal tending. *Bean bags may be used instead of balls as a throwing object.

E. Specific directions to activities related to curriculum skills - Pull on Object

1. Triangle Tug-O-War

Three players take hold of a circular rope. Each tries to pull the others his/her direction. A bean bag or any appropriate object is placed a suitable distance away from each player. When a player is able to pick up the bean bag, a point is scored.

2. Pull for Shore

Divide the class into two lines. The two lines join together at the middle of the gym. All the children hook elbows. Each line tries to pull the other a set distance.

3. Line Wrestling

Partners grasp hands and try to pull their opponent across a line between them or to the wall behind.

F. Specific directions to games related to curriculum skills - Trap an object and Kick a moving ball

1. Boundary Ball

Divide the class into two equal groups. Each group is stationed on half of the field. Students must stay on their own side of centre. Two balls are used. Each team is given a ball and kicks it towards their opponent's goal line. One point is scored each time the ball crosses the opponent's goal line.

2. Circle Soccer

Organize the students into a circle. Create two teams by drawing a line through the middle of the circle. There should be approximately 61 cm between each player. The object of the game is to kick a ball out of the circle on the other side, below waist level. Only kicking and trapping skills are permitted.

V. GRADE THREE

CURRICULUM EMPHASIS

Develop Physical Well-Being

Discover and perform activities to maintain/develop muscular strength/endurance, flexibility and cardiovascular endurance.

A. Familiar games related to curriculum objective - Cardiovascular endurance

1. Ship, Shore, Sink
2. Follow My Thumb
3. Couple Tag
4. Loose Caboose
5. One Against Three

B. Specific directions to other games related to Cardiovascular Endurance

1. Add and Subtract

Children attempt to tag as many other students as possible without being tagged themselves. Points are added for tagging someone else, but subtracted when tagged themselves. The object is to finish the game on the plus side. The teacher decides an appropriate time limit for the activity.

2. Colour Tag

Divide the class into four or five teams, each wearing a different colored band or pinnie.

Each team has a turn with a set time limit to tag as many people from the other colors as possible. Once tagged, students must sit down. After approximately 20 seconds, count the number of people tagged. The team with the most points wins.

3. Two Deep

The players stand in a circle facing the centre of the circle. One player is selected as the chaser and another as the runner. The chaser attempts to tag the runner as he/she runs around the circle in either direction. The runner saves him/herself from being tagged by stepping in front of one of the players in the circle; that player immediately becomes the runner and the chaser tries to tag him/her. When a chaser tags the runner and the chaser tries to tag him/her. When a chaser tags the runner, the runner becomes the chaser and the game continues.

CURRICULUM EMPHASIS
Use basic manipulative skills in a variety of activities.

C. Directions to games related to curriculum skills - Bounce an object

1. Two Square

Draw two squares side by side each 1.8 m by 1.8 m on a sidewalk or the gym floor. On the sidewalk, squares can be drawn with chalk or permanent sidewalk paint. Inside, floor marking tape is most appropriate for the gym floor.

One player stands in each square. The ball must be bounced in the opponent's, the player returns it by batting it back into the server's square. Play ends when the ball lands out of the square or the ball is caught. This may result in a loss of serve or point. If other players are waiting to play, the violator must leave the square and the next waiting player takes his/her place.

2. Individual Keep Away

Students are grouped in partners. One ball is used. One partner tries to keep the ball from the other partner by bouncing the ball. The guarding partner may slap or grab the ball away. The partner bouncing the ball may not pick it up.

D. Directions to other games related to curriculum skills - Strike an object

1. Five Pitch

Five or six players are needed per team - e.g., 2 in the outfield
2 in the infield
1 pitcher
1 catcher

The batter is given five pitches. All foul balls count as swings. A ball landing in the infield = one point, a ball landing in the outfield = two points. Players do not run around the bases. Alternate the pitcher for every new batter.

2. Hand Soccer

Played with six a side in a gym or a small space outside. The ball is played with the open hand. It may not be grabbed or kicked. It may be headed. Infractions result in a penalty shot (with the hand). The game is started with the ball being dropped between the two centres in the middle of the gym or playing space.

3. Punch Baseball

All the rules of softball apply, except no bat is used and a volleyball is used instead of a softball. The pitcher must throw the ball underhand and the batter punches the ball out into the field.

VI. GRADE FOUR

CURRICULUM EMPHASIS
Discover and perform activities to maintain/ develop muscular strength/endurance, flexibility and cardiovascular endurance.

A. Detailed descriptions of other games related to curriculum objective - Cardiovascular endurance

1. Boomerang

Students are scattered within the gym or boundaries. This is a type of dodgeball game in which everyone can be hit or be "TT." A player hit with the ball must run to a "station or a circuit" or a card the teacher has placed out to perform a set number of a particular exercise. Someone catching the ball instead of being hit may throw it at anyone and does not have to do any exercises. Someone who is hit more than once should not return to the same exercise.

2. Wheels

Divide the class up into three groups forming three circles. The students run around the circle (direction determined by the teacher) throwing an object; e.g., bean bag, playground ball, to one of the other students. Passes cannot be made to the person directly in front or behind. Students should call out the name of the person they are passing to. If the object is dropped, the person who dropped it must go to another circle and join it.

3. Running Jump the Shot

Jump the Shot is played in a circle formation with one student in the middle holding a long rope with a bean bag or deck tennis ring tied to the free end of the rope. The centre player turns the rope under the feet of the other students who must try to jump the rope.

This game is the same as Jump the Shot, except that the students must "run on the spot" while waiting to jump. It is important that all the students face in the direction the shot (bean bag or deck tennis ring) is coming from. Students should not be eliminated if hit.

CURRICULUM EMPHASIS

Use basic manipulative skills.

B. Specific directions to other games related to curriculum skills - Bounce an object

1. Dribble Tag

All students have a mini-basketball, soccer ball or volleyball. The students bounce their balls around the gym trying to knock the balls away from the other students and at the same time try to protect their own. Students may get one point for every ball touched, but lose one point if their ball is knocked from their hands.

C. Specific directions to other games related to curriculum skills - Throw and catch

1. Throw Softball

Six to eight players form a team. Equipment needed is one softball and three bases. The game is played like softball, except that the batter, instead of hitting the ball, catches the pitched ball and throws it overhand into the field. The batter is allowed only one throw. If the ball is dropped in the strike zone, he/she is out. A foul ball is an out and there is no stealing. Other than these exceptions, regular softball rules are used.

2. Hoop Ball

Played in groups of three. One player holds the hoop while standing on a chair or bench. The other two players play against each other. The object of the game is to dribble away from the other player in order to shoot the ball through the hoop. Once the ball goes through the hoop, the player on the chair is replaced by the player who scored and the game begins again. The player on the chair may not turn the hoop to give either of the players an unfair advantage.

D. Specific directions to other games related to curriculum skills - Catch an object

1. Catch Ball

Played like handball except the ball is caught. Use a 12.5 cm playground ball or a plastic cosom ball. Draw a line on the wall 1 m from the floor. The ball must always be thrown above that line. Create a back-line and sidelines with boundary cones. The ball may be caught in the air or allowed to bounce once. Only the server can score. The ball must be thrown overhand. The game ends at 11 points.

2. Softball Throw Relay

Arrange teams in equal lines behind a starting line with approximately 1.8 m between each team. Draw a second throwing line 3 m in front of the starting line. Place a catcher for each team on a third line drawn 7.5 m in front of the throwing line.

Each player runs to the throwing line to receive the ball thrown by the catcher, then throws it back to the catcher. The first thrower returns to his/her line and tags the next waiting player on the starting line, who in turn continues the relay.

E. Specific directions to other games related to curriculum skills - Strike an object

1. Non-Stop Cricket

Two teams are established, one in the field and one up to bat. There is only one wicket in this game. It may be a box or a high jump standard. There is a base set approximately 6 m away from the wicket.

The ball (playground ball) is rolled by the pitcher and the batter hits the ball and tries to run to the base and back before the ball is returned to the pitcher. The pitcher bowls the ball whether the batter is back or not. If the batter is out, he/she must give the bat to the next batter who must be ready to bat before the pitcher rolls the ball. The pitcher rolls the ball continuously and does not wait for the batters to get ready.

2. Paddle Tennis

Activities may be individual, cooperative or competitive in nature. Equipment used is table tennis bats and plastic golf balls. An individual activity would be rebounding the ball off the wall until it is missed and keeping track of the score.

Partners working together would try to see which couple can have the longest rally.

Competitively - one vs. one, scoring on all slams. The winner is the first player to get three points.

F. Specific directions to other games related to curriculum skills - Dribble the ball with the feet to avoid obstacles in the pathway

1. 2 vs. 2 Soccer

Teams of two vs. each other. One player dribbles a ball soccer style while the other teammate stands approximately 20 metres away with his/her legs open. The player with legs open is a goal - not a goalie. The player out on the pitch tries to maneuver around the opposing player to score by kicking the ball through the legs of the player of the other team. Goals may be scored from the front and behind of this player. As many goals as possible may be continuously scored. There is no stoppage in play when a goal is scored. After two minutes, the player who is acting as goal switches with the active player.

VII. GRADE FIVE

CURRICULUM EMPHASIS

Develop Physical Well-Being

Maintain and develop cardiovascular endurance, flexibility and muscular strength and endurance.

A. Specific directions to games related to curriculum objective - Upper body

1. Parachute Activities

a) Tug-O-War

With all students holding on to the parachute with both hands, divide the class into two equal teams. Designate two goal lines to which the opposing team must be pulled in order to score a point.

b) Reverse Tug-O-War

With the same object in mind (as in the previous activity) have the students turn their backs to the opposing team and hold the parachute behind them. The object again, is to pull the opposing team over a designated line.

c) Popcorn

Place about 15 volleyballs on the parachute. Students have to try to pop the corn by vigorously shaking the parachute up and down until all the volleyballs have been sent off the parachute.

d) Parachute Volleyball

Similar to Popcorn, except that only one ball is used. The object of the game is to have the volleyball fly off the other team's side of the parachute. The teacher must determine which is the centre point of the parachute and divide the teams appropriately.

2. Scooter Hockey

Two teams of six to eight per side. All participants are on scooters. Old cut-down floor hockey sticks can be used, along with a ball or a plastic puck. Participants are not allowed to get off or stand on their scooters. They may sit or kneel. Regular floor hockey rules are used, except for the above-mentioned method of locomotion.

B. Specific directions to games related to curriculum objective - Lower body

1. Atatok

Divide the class into five groups. A circuit of exercises is set up around the gym. Each team goes to a station and performs as many exercises as possible, each one worth a point. One station is a control. This station is also a rest for the particular team that is there. At the control, each person must perform a set task; e.g., a shuttle run. When the whole team is finished, the whistle is blown and all the other teams stop doing their exercises and count their points. They then move to the next station. N. B. - Have ditto sheets for each team to record their scores.

5. Step-Ups

1. Control ⟷ Beanbags 4. Skipping

2. Sit-ups 3. Star-jumps

2. Paul Revere

Two partners are needed. One is the horse and one is the rider. The teacher must designate the starting line and the goal line. On the word "GO," one partner rides piggyback on the other partner, yelling "The British are coming!" The horse carries his/her partner to the goal line and back to the starting line where they switch positions. The object is to score as many points as possible in a given time - one point to the goal line and two points back to the starting line.

Variation: This activity can be done as a relay race in squads. Pick one person (smallest in the squad) to be the rider throughout the whole race. Paul Revere has to switch horses without touching the ground.

C. Specific directions to other games related to curriculum objective - General body fitness

1. Continuous Baseball

Four mats are spread in diamond shape around the gym. One team is up to bat. The other team is in the "Hay." The only position really needed is the pitcher; everyone else is scattered. The pitcher rolls the ball and the batter kicks it. The fielding team catches the ball and throws it to the pitcher who yells "STOP." The runner then proceeds to the closest base. A runner who gets home doesn't sit on the bench, but continues around the bases again. Every time a runner gets home counts a point for his/her team. The batter may not be struck out or walked, may not fly out, but may be tagged out. When every member of the team has had a turn, their half of the inning is over.

N. B. There may be more than one person on base.

2. Flag Rugby

Teams consist of five, seven or more players. Players all wear belts and flags. The ball is pinned and kicked off at the start of the game and after "TRIES" have been made. Players may pass the ball forward as well as backward. The ball may be thrown overhand, lateralled or kicked in order to pass it. If a player's flag is taken before he/she passes the ball, he/she must kick it to the other team. His/her teammates must stand behind him/her while he/she kicks and the other team must stand 3 metres away. The kicker may recover the ball if it travels 3 metres. If a player crosses over the defending team's line with the ball, four points are scored. The play is not dead at this time, however, as he/she must attempt to touch the ball down behind the line at the most advantageous spot for the convert, he/she must kick. He/she must kick the ball from any point whether it be 1.5, 3 or 4.5 metres parallel to this spot. The ball is pinned by one of his/her teammates if it crosses the crossbar - he/she scores two points. If he/she misses, the play is dead and his/her team will then kick-off at centre. A Try = four points; a Conversion = two points.

CURRICULUM EMPHASIS
Develop desired movement patterns through the neuromuscular system.

D. Specific directions to other games related to curriculum objective - Run, changing directions

1. Two-Ball Soccer

Regular soccer rules, except two balls in play at one time. Upon any goal being scored, the play is stopped. Both balls are taken to centre, both teams must return to their goal line. Once the teacher blows the whistle, all players run towards centre to get balls back into play. Not even the goalie may use his/her hands.

2. Hot Box

This game is played in three's - one running and two on base, with two bases and one softball. The runner stands halfway between the bases at the beginning of the game, and then attempts to get to one of the bases without getting tagged. If successful, the runner gets one point and the right to start again from the middle point. If the runner is tagged, he/she takes a base spot and the person on base becomes the runner.

E. Specific directions to other games related to curriculum objective - Find and use open space to lose a defensive player, to receive a pass and to create a 2-on-1 situation

1. No Dribble Captain Ball

The team is composed of seven players, a Captain, three forwards and three guards. The guards throw the ball to the forwards who attempt to pass the ball to their Captain. The Captain is assigned to a hoop and must always keep one foot in the hoop. The guards and forwards may move in their side of the court, but they may not cross centre. No dribbling is allowed. Players must pivot and pass, but can only move when they do not have the ball. A goal is scored when the forwards pass the ball to their Captain. The ball is put in play after a score, as in regular basketball, with a guard throwing the ball in bounds from the side of the court. The game is started with a jump ball between two guards.

F. Specific directions to other games related to curriculum objective - Head a ball

1. Head Ball

The game is played much the same way as Team Handball. Players are allowed to carry the ball for three steps or hold on to the ball for three seconds. The ball is passed by throwing; e.g., overhand, bounce pass, chest pass. No dribbling is allowed. A goal can be scored only if the ball is headed into the goal. The ball can never be thrown in.

The goal can be two high jump standards stationed on either side of the basketball key or the soccer goal posts outside. Best results occur when the teams are kept to a small size of six to eight to a side. There are no off-sides.

Penalties such as over-guarding, tripping, etc., result in a free header. The goalie is removed and the player who has been fouled simply throws the ball in the air and heads it towards the goal. He/she must stand at the top of the basketball key.

G. Specific directions to other games related to curriculum objective - Punting

1. Kick Over

The object of the game is to punt the ball over the other team's goal line. The game is played between two teams of six to ten players. The game is started when a team punts from their 30 yard line.

If the ball is not caught, the team kicks from where it is recovered. If the ball is caught, three long strides are allowed to advance the ball before it is punted back. Players should be numbered and kick in rotation.

A goal is scored if a ball is kicked over the end zone or if it is kicked into the end zone and dropped. If the ball is caught in the end zone, no score results.

H. Specific directions to other games related to curriculum objective - Project an object through space by pushing with the feet

1. 2 Touch Soccer

This game is played with all regular soccer rules, except that players are not allowed to dribble the ball with their feet. They are only allowed to touch the ball twice - 1) a trip, 2) a pass.

I. Specific directions to other games related to curriculum objective - Project an object through space by pushing with the hands

1. Keep Up

Students are organized into groups of five or six and form circles. Beach balls, "Nerf" balls or volleyballs are used. Each group tries to volley the ball as many times as possible before letting the ball hit the ground. Only the overhand volley may be used. The competition can be against other groups or within the group. The object is to improve their own effort.

VIII. GRADE SIX

CURRICULUM EMPHASIS
Maintain and develop cardiovascular endurance, flexibility and muscular strength/endurance.

A. Specific directions to other games related to curriculum objective - Cardiovascular endurance

1. Parlauf

Runners from each team are placed at different stations around the field. The first runner runs to the next station where he/she hands off the baton to runner number two, who runs to number three. The race continues until eventually everyone returns to their starting point. Have as many stations as there are runners per team. This will ensure every runner of four or five short sprints and one very long run. Caution should be taken that each team is easily distinguishable from one another as the team is spread over a large area.

2. Mass Soccer

Any number of players can play on each team, with three goalies per team. The goal for each team is the exact width of the field. The height of the goal is below shoulder height. Regular soccer rules are used, except a goal can be scored from in front and from behind the goal line. There will be no centre kick-off after each goal. This is to encourage continuous play over a long period of time. Behind the goal line there should be a 15 yard area where play can continue. Place down cones or flags to indicate this area. If the ball goes out behind this 15 yard area, the team that did not touch it last will kick the ball back into play. No goal can be scored from this kick-in (indicate kick).

B. Specific directions to other games related to curriculum objective - Upper body and lower body

1. Crab Soccer

Game can be played with two large teams or four smaller teams. The goal can be an entire end wall for the younger children or a smaller area such as a balance bench turned over on its side. Students must travel in a crab walk at all times and must kick the ball with feet only to pass or shoot.

2. Scooter Relays

These are ordinary shuttle relays with the method of transportation being the scooters.

The class should be divided into approximately five equal squads. Upper body work can be emphasized by instructing the students that they may only propel themselves by using their arms. Lower body work can be stressed by limiting the students to (a) lying flat on scooter and pushing with legs or (b) sitting on scooter and pushing scooter in a backwards direction.

C. Specific directions to other games related to curriculum skills - above

1. One-on-One Basketball

Two teams of four or five per team - each student is given a number. Only the two players whose numbers are called play. Players switch immediately after a basket or when the maximum amount of time has expired; e.g., one minute.

2. Sideline Floor Hockey

Teams consist of six to twelve players. Half of the players are on the court and the other half are along the sidelines. Sideline players must pass puck or ball to active players and active players should pass to sideline players in order to get out of difficulties. Sideline players may not pass to each other. There is no goalie in this game.

CURRICULUM EMPHASIS
Develop desired movement patterns through the neuromuscular system.

D. Specific directions to other games related to curriculum skills - Hit a moving object with the hands

1. Add Them Up Ball

Regular volleyball rules are used, except for the scoring system. Points are scored for the number of volleys made, not as in the traditional volleyball method of scoring. Two score keepers are needed, one to count the volleys for each team. The serving team automatically gets a point if the ball is successfully served over the net. If the receiving team makes three successful passes before returning the ball, they acquire three points. Loss of service takes place the same as in regulation volleyball. The server is only allowed five serves in a row before an automatic rotation must take place.

2. Multi-Hit Volleyball

Regulation volleyball rules are used, except teams are allowed to volley more than the customary three hits. Teams may volley as many times as they wish before returning the ball. A player may not volley the ball twice in a row.

IX. GRADES SEVEN, EIGHT & NINE

CURRICULUM EMPHASIS

Develop Physical Well-Being

Maintain/develop cardiovascular endurance, flexibility and muscular strength/endurance.

A. Specific directions to other games related to curriculum objective - above

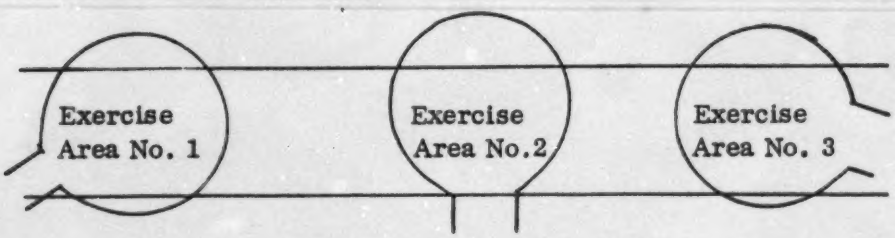
1. Team Circuit Competition

Create two or three exercise areas. Place these areas inside an outer boundary; e.g., basketball court in the gym. Each team is required to run around the basketball court twice before returning to the exercise area where they perform a set number of exercises. They then run around the boundary again. This may be repeated four or five times.

e.g., Sequence - twice around the gym and five push ups
- twice around the gym and five sit-ups
- twice around the gym and five burpees
- twice around the gym and five starjumps

The team with the best time is the winner.

N. B. The team may not leave the exercise area until ALL the players have finished their exercises.



A good idea is to create a chute from the exercise area to keep the distances equal. Mats can be used.

2. Reverse Cross-Country Race

Have a short cross-country race, but be sure the students know it is a race. At the end of the race, give each student his/her placement in the race. Give the students a rest and then line them up in order of their finish. One at a time, allow the slower runners to start the second race. Going in order downward from slowest to fastest, the better runners will have to work very hard to catch the other runners and do well in the second race.

3. Ball Tag

Partners work with a volleyball, basketball or soccer ball. Player A is "IT" and must try to hit partner B below the waist with the ball by throwing the ball. If B is hit below the waist, B becomes "IT." (After 30 seconds, whoever has the ball must drop it on the ground, thus allowing the other player to be "IT.")

B. Specific directions to other games related to curriculum objective - Project an object through space by a throwing action

1. Basketball Golf

Best played in a gym with six baskets. Players are required to go around the circuit three times for 18 baskets. This is an individual game - each player keeps track of his/her own score. Use one ball per player. A player shoots from a predetermined shooting area. If he/she scores the score is one. If the player misses, he/she takes the next shot from wherever the ball first bounces. After tabulating how many shots it took to score, the player proceeds to the next basket. Players may use any type of shot they wish except for lay-ups.

2. "10" Baskets

This game is played between two players at one basket. The object is to see who can get ten baskets the fastest. Each player has his/her own ball. Balls should be distinctly different so as to keep disputes to a minimum. Players may use any method to shoot they wish except lay-ups.

C. Specific directions to other games related to curriculum objective - Project an object through space by a striking action

1. Soccer Handball

This game may be played one vs one or as a team game, depending upon the size of the court created. The court should be similar to a one wall racquetball court. For a one vs one situation, a regulation raquetball court can be set up along a wall. Player A hits the ball so it returns to the designated court. Player B must return the ball to the wall (with or without trapping). Play continues until one of the players fails to hit the ball or the ball does not land in the court. A point is scored when the ball is missed or is hit out of the court.

D. Specific directions to other games related to curriculum objective - Project an object through space by a kicking or pushing action

1. Modified Aussi Rules Football

This game is played with the entire class. Divide the class into two equal teams. Teams can be as large as 18 per side. All players are active. There are three positions with an equal number of players - (1) backs, (2) centres, (3) forwards.

The game can be played on a soccer pitch or preferably a larger area. The game is played with a rugby ball or a football. The object of the game is to kick the ball between four posts approximately 7.5 m apart at the goal line. High jump standards or pilons can be used or soccer goal posts with a high jump standard placed 7.5 m on either side of the goal. The scoring system is as follows: four points for kicking the ball between the centre two posts, in the air; one point for kicking the ball between the centre posts on the ground or for kicking the ball either in the air or on the ground between the outside posts. There are two methods of passing the ball to teammates: punting the ball or punching the ball - but only in a backward direction. Players may carry the ball, but must bounce it every third step. If they are tagged, they must kick away to the opposing goal. The kicker must kick the ball a minimum of 10 yards. The game is started at the beginning of the game or after a goal, at centre field with a jump ball (as in basketball). If the ball passes over the end line but does not go through the goal, the defending team gets a free kick from anywhere along the goal line. If the ball goes out of bounds, the team that didn't knock it out puts the ball back into play by punching it in.

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